

**GOD, GOLD, AND GLORY**  
**LIT 208: SURVEY OF AMERICAN LITERATURE**  
**TO THE CIVIL WAR**

**FALL 2015**

**Dr. Kacy Tillman**

**Contact Information:**

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Office Hours: MWF 8:30 - 9:30 am & 11:45 am - 12:40 pm

T/R Virtual office hours by appt. (hangouts/skype: kacytillman)

**Course Description:**

In this course, we will sample plays, poems, letters, short stories, and novels concerning contact and conflict in American literature before the Civil War. Together we will explore question such as: what is American literature? What is America? At what point is American literature “born”? How has it evolved? How does race, class, and gender affect literature (and its authors)? What constitutes literature before the birth of the novel? How did war, slavery, abolition, reconstruction, industrialism, and the struggle for women’s rights shape American literature? Through brief writing assignments and class discussions, we will analyze these questions and many others as you broaden your understanding of American literature and culture.

**Technology & Communication:**

*Learning Management System*

This class uses Canvas as a Learning Management System (LMS); it does *not* use blackboard.

Canvas has an app for [ios](#) and android. To use the app, first log in to canvas in a web browser and set up your email/password. Then, download the app, and when it prompts you to "find your school," type "canvas.instructure.com." If you are prompted for a code, enter the class code, A3F4EM

This course has enabled open enrollment. Students can self-enroll in the course via: <https://canvas.instructure.com/enroll/A3F4EM>. Alternatively, you can sign up at <https://canvas.instructure.com/register> and use the following join code: A3F4EM.

Please write down your login information, as you will need to check Canvas daily & I cannot reset your passcode.

### *Communication*

This class uses the app Remind to communicate. Here's the Remind link to join: <https://www.remind.com/join/lit208>. The joincode for Remind is lit208.

### **Course Goals:**

- Students should be able to identify major themes and literary movements in early American literature.
- Students should be able to discuss their own, unique interpretations of early American literature.
- Students should be able to write clear and astute researched-based arguments about characters, patterns, and/or themes for their interpretations of early American literature.
- Students should be able to support their literary arguments with textual and peer-reviewed evidence that they analyze. Ideally, that evidence will also be synthesized with other material that students have learned in this class or in other classes.
- Students should be able to show basic competency in digital literacy by the end of the course.

### **Required Texts:**

- Apess, William. *A Son of the Forest and Other Writings*. Amherst: U of Massachusetts P, 1997. 9781558491076
- Franklin, Benjamin. *Benjamin Franklin's Autobiography*. (Norton Critical) ISBN: 9780393952940
- Andrews, William et al. eds. *Journeys in New Worlds*. ISBN: 9780299125844
- Gates, Henry Louis Jr. ed. *The Classic Slave Narratives*. ISBN: 9780451532138
- Rowson, Susanna. *Charlotte Temple*. (Norton Critical) ISBN: 97803930925388
- Winkfield, Unca Eliza. *The Female American*. ISBN: 9781554810963
- Melville, Herman. *Benito Cereno* in *Melville's Short Novels* (Norton Critical). ISBN: 9780393976410

### **Primary Projects:**

*Microquizzes (15%)*

Microquizzes are small-stakes reading quizzes meant to encourage you to (a) bring your book to class and (b) read the homework carefully. These are meant to facilitate in-class discussion as well. Microquizzes are 3 questions set with a 5 minute time limit and are taken via Canvas. You can take these quizzes using your phone, tablet, or laptop at any time you're ready, but you can only take them once -- so be ready when you hit "start."

*Macroquizzes (35%)*

Macroquizzes evaluate how well a student is learning the broader course concepts. Information from the macroquizzes is usually gleaned from lectures and asks students definitions of terms and movements affiliated with the class. These take place in class.

*Researched-Based Response Papers (40%)*

Researched-based response papers ask you to write an argument about a group of texts in a unit. This assignment will allow you to show how much you understand about the class's themes and patterns you see emerging from the syllabus. There are 3 units per class; you will write 1 paper per unit. Each paper requires that you incorporate peer-reviewed articles or books to support your thesis. These are written outside of class and are submitted with each Macroquiz.

*Participation (10%)*

Participation is graded on class preparedness, involvement in discussion, and classroom etiquette. Being prepared means coming to class on time, having completed the day's assignment, and engaging in the discussion without prompting. Upholding classroom etiquette means you adhere to the basic rules of common courtesy, which include respecting your professor, your classmates, and yourself.

**UT Grading Scale**

The grading system below is the official one used by the University of Tampa. Please pay careful attention to the descriptive adjectives associated with each grade; for example, note the clear distinction between an "outstanding" grade, which literally means that it stands apart from the main group, and an "excellent" grade, which suggests that one's work excelled, but was not clearly distinguished from the rest.

A	Outstanding	(94-100)
AB	Excellent	(88-93)
B	Very Good	(84-87)
BC	Good	(78-83)
C	Average	(74-77)

CD	Below Avg.	(68-73)
D	Passing	(60-67)
F	Failure	(0-59)
NF	No Show	(Failure to attend)

**Absences:**

Students who do not attend class regularly (i.e. students who miss more than 4 days of class) will receive an F for participation. Being late twice equals one absence. "Late" is defined as any time after the roll sheet has circulated and I have picked it up. Those who arrive after 10 minutes of class cannot be counted present. If you leave early, unless you have extenuating circumstances, you will also be counted absent.

**Plagiarism:**

Please see the University of Tampa's statement of "[Student Rights and Responsibilities](#)" for a discussion of plagiarism in all its forms. Students who plagiarize any work in this class will be taken through the judicial review process and may fail the course. They will definitely fail the assignment they attempted to plagiarize.

**Disruption of the Academic Process**

Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or inappropriate use of technology in the classroom, or (b) presents a danger to the health, safety or well-being of self or other persons. References to classroom or academic area include all academic settings (in class or online, and including field experiences). References to Instructor include the course instructor, other faculty, administrators, and/or staff. *For more information about the procedures for handling cases of academic disruption please consult the current UT Catalog.*

**Technology:**

This course will use online technology for assignment submission. If your technology fails, you may turn in hard copies by the beginning of class on the day the assignment is due & receive full credit for that assignment.

Please refrain from messaging (of any kind) during class, on any device. Please do not take phone calls during class time. Doing so may result in participation deductions.

**Late Work:**

Late homework will not be accepted, since you will have advance notice of your assignments. However, if you know ahead of time that you will be missing a class, you

may turn your work in early and receive full credit. If you miss a class, it is your responsibility to contact a classmate about what you need to know for the next discussion.

**ADA Compliance:**

If you are a student who has special needs because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email [disability.services@ut.edu](mailto:disability.services@ut.edu). Please feel free to discuss this issue with me, in private, if you need more information.

**Saunders Writing Center:**

The Saunders Writing Center provides free tutoring to all students interested in improving their writing abilities. The Center Tutors will assist with all aspects of **writing**. For example, they help students to identify paper topics and generate ideas, plan and organize drafts, rewrite, and edit. The Center's purpose is not to correct or proofread final drafts, but to aid in learning strategies that good writers use during the process. The Center, in Plant Hall 323, is available for assistance with any writing project for any class. Hours are posted. Students may make an appointment or simply drop by (**ext. 6244**).

**Assignments:**

This syllabus may be subject to changes and addendums. It is the student's responsibility to check the Canvas announcements and assignments daily to make sure he/she has the most up-to-date information.

All assignments are due the day they are listed. Daily writing assignments are often due before class begins; discussion posts, for example, are due at 10 am so I can read them before class starts. Please note due dates and times.

**LIT 208**  
**Research-Based Response Paper**

**Objectives:**

The goals of this assignment are to teach students to:

1. Write an argumentative thesis.
2. Incorporate, recognize, and cite scholarly resources that support the argumentative thesis.
3. Synthesize course themes and concepts.
4. Foster critical thinking skills,
5. Improve communication abilities as determined by improvements in writing styles and abilities,
6. Attain practical skills related to the field of inquiry,

**Instructions:**

Write a standard literary argument about **at least three** texts from each unit in the class's syllabus. We have 3 units, so you will write 3 papers. Each paper should be no longer than **750 words**. The argument should focus on **one theme or concept** – such as American Exceptionalism, environmental racism, Contact Zones, or any other topic you notice to be reoccurring in our class. That argument should be stated clearly in a thesis statement at the beginning of the essay. It should be supported with quotes from the primary texts and from at least **two** peer-reviewed articles or books, which you should use to either support your reading of the text, provide context, or provide a foil for your argument. While the paper may involve some plot summary, argumentative literary papers are driven by analysis and research, primarily, and so should not be a mere retelling of a text that we've studied.

This is a research paper, so you must incorporate at least **two** peer-reviewed, secondary scholarly sources – in other words, scholarly journal articles or books – into your argument *beyond the primary texts* from the syllabus. These must be cited according to either Chicago or MLA style guide 7<sup>th</sup> ed and the paper must include a works cited, which does not contribute to the minimum page count. You may not use websites as secondary sources. Resources accessed via online databases – such as online scholarly journals and ebooks – are not considered “internet resources” and will be permitted.

**Due Date:**

All reflection papers are due on the day you take your macroquiz. You will upload them to canvas under “Reflection Paper 1,” “Reflection Paper 2,” and “Reflection Paper 3.”

# GRADING RUBRIC

Criteria	Ratings					Pts
	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	
ⓘ Introductions <a href="#">view longer description</a> threshold: 8.5 pts	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	10.0 pts
ⓘ Lit Review <a href="#">view longer description</a> threshold: 8.5 pts	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	10.0 pts
ⓘ Thesis Writing <a href="#">view longer description</a> threshold: 8.5 pts	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	10.0 pts
ⓘ Premises <a href="#">view longer description</a> threshold: 8.5 pts	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	10.0 pts
ⓘ Address Opposition <a href="#">view longer description</a> threshold: 8.5 pts	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	10.0 pts
ⓘ Integrating Peer-Reviewed Research <a href="#">view longer description</a> threshold: 8.5 pts	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	10.0 pts
ⓘ Prose Clarity <a href="#">view longer description</a> threshold: 8.5 pts	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	10.0 pts
ⓘ Citing Sources <a href="#">view longer description</a> threshold: 8.5 pts	Excellent 10.0 pts	Very Good 8.5 pts	Good 7.5 pts	Poor 6.5 pts	Does Not Meet Expectations 0.0 pts	10.0 pts
Grammar	Excellent 10.0 pts	Very Good 7.5 pts		Does Not Meet Expectations 0.0 pts		10.0 pts
Proofreading/Editing	Excellent 10.0 pts	Very Good 7.5 pts		Does Not Meet Expectations 0.0 pts		10.0 pts
<b>Total Points: 100.0</b>						